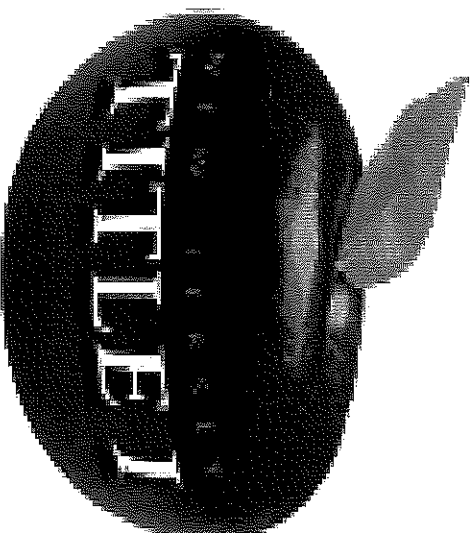# NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are _not_ identified as a Priority or Focus Schools.

DISTRICT INFORMATION

DISTRICT INFORMATION	

District: HAMILTON TOWNSHIP – ATLANTIC COUNTY

Chief School Administrator: DR. MICHELLE CAPPELLUTI

Chief School Administrator's E-mail: cappellutim@hamiltonschools.org

Title I Contact: Lisa Dagit – Director of Curriculum and Instruction

Title I Contact E-mail: dagitl@hamiltonschools.org

Title I Contact Phone Number: 609-476-6102

SCHOOL INFORMATION

School: Joseph C. Shaner Primary School

Address: 5801 Third Street Mays Landing, NJ 08330

Grade Levels: Kindergarten, First Grade

Principal: Daniel M. Cartwright

Principal's E-mail: cartwrightd@hamiltonschools.org

Principal's Phone Number: 609-476-6140

Principal's Certification

The following certification must be made by the principal of the school. **Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Daniel M. Cartwright

_____
Principal's Name (Print)

_____
Principal's Signature

6-22-15

_____
Date

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Critical Overview Elements

- The School held <u>6</u> (number) of stakeholder engagement meetings.

- State/local funds to support the school were $4,384,050, which comprised 94.2% of the school's budget in 2014-2015.

- State/local funds to support the school will be $4,484,370, which will comprise 94.2% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Reading and Writing Summer Camp – Kindergarten & First Grade	2	Summer Reading and Writing Camp	20-231-100-600-05-SHA 20-231-200-100-06-SHA	$12400
R&W and Units of Study Professional Development (out of district)	1	All	20-231-200-500-01-TRV	$7500
Cross-content Institute TCRWP	1	All	20-231-200-500-01-TRV	$2500
Technology (i.e. chromebooks, smartboards)	3	All	20-231-100-600-05-SHA	$22000
Leveled Readers and supporting teacher materials	1	All	20-231-100-600-05-SHA	$24000
Fundations Materials	1	All	20-231-100-600-05-SHA	$6000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Daniel Cartwright	Administration	x	x	NA	
Sarah Mack	Teacher/Math SS Sc	x	x	NA	
Beth Connor	Teacher/BSI and ELA	x	x	NA	
Ken Berardis	Teacher/Related arts	x	x	NA	MOVED TO NEW DISTRICT
Mitzi Tolson	Teacher/Special Ed.	x	x	NA	
Stephanie Andrus	Teacher/Kindergarten	x	x	NA	
Ericka Pitman	Teacher/Technology		x	NA	
Melissa Inferrera	Teacher/Grade 1		x	NA	
Wendi Marco	Parent	x	x	NA	
Carole Wright	Community Member	x	x	NA	
Beverly Levari	Paraprofessional	x	x	NA	

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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJD.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
10/6/14	Shaner Primary School	Comprehensive Needs Assessment	x		x	
11/3/14	Shaner Primary School	Comprehensive Needs Assessment	x		x	
12/1/14	Shaner Primary School	Comprehensive Needs Assessment	x		x	
1/26/15	Shaner Primary School	Comprehensive Needs Assessment	x		x	
3/27/15	Shaner Primary School	Comprehensive Needs Assessment	x		x	
5/1/15	Shaner Primary School	Schoolwide Plan Development	x		x	
6/1/15	Shaner Primary School	Schoolwide Plan Development and Program Evaluation	x		x	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	"The Shaner School is committed to the building of a strong academic foundation for our young students. Each child will receive instruction in all domains that is suited to his or her learning needs and that is delivered in an educationally exceptional manner. We are dedicated to providing the necessary building blocks that will help our students be successful in their elementary years."
School's 'Vision' Statement (the committee felt it necessary to include the vision statement as both the vision and mission better reflect the questions listed above and align to the district vision/mission).	"We are the Shaner School community, committed to learning, growing, and achieving success."

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

This section is not applicable (15-16 is first year of Schoolwide Program at Shaner).

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – ELA	Fountas & Pinnell Running Records	This information is used to inform sets of strategies to be used for reading instruction at the classroom level. At the building level, this information gives us an overall picture of the CCSS sets of skills that Shaner readers are being instructed in.
	Conference Notes	Conference notes are kept daily by the classroom teacher and are used to track instruction at the individual level. Conference notes are kept on each child by each teacher.
	Writing Portfolios	Children have a collection of writing pieces that are kept in their portfolios along with the accompanying rubric for that writing genre. These inform the teacher of the writing growth of each child in reference to the CCSS. *(All of the above information allows us to compare students to themselves within a year and across multiple years, individual classes within a grade level, and all subgroups represented.)* *All assessment information listed above also pertains to Special Education students.*
Academic Achievement - Mathematics	GoMath BOY and EOY Assessment	In both kindergarten and first grade children take a beginning of the year and end of the year assessment as a means to determine their overall growth toward the grade level standards. This information provides the classroom teachers and the school with an overall picture of the growth of students across the classroom and grade level.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	GoMath Chapter Tests	GoMath chapter tests are used to assess children's growth within units and to inform instruction.
	Rocket Math	Rocket Math is used by first grade teachers to assess children's math facts strengths and weaknesses and to inform instruction accordingly.
		(All of the above information allows us to compare students to themselves within a year and across multiple years, individual classes within a grade level, and all subgroups represented.)
		All assessment information listed above also pertains to Special Education students.
Family and Community Engagement	Sign-in Sheets/Surveys	The following were programs, some of which are recently added that were analyzed: All Pro Dad Attendance, iMom Attendance, Back to School Night attendance, Conferences, Family Morning Attendance, Family Night Attendance. Parents indicated through survey responses that the adjustments made to times (before drop off and during school) were most beneficial for them as well as the shift to parent programming that allowed them to experience school with their child coupled with parent workshops while at the school were most appreciated. Parental attendance multiplied exponentially since these programmatic changes were made.
Professional Development	Staff Surveys/Minutes/Discussion Group Notes	To support staff in their ongoing growth, content knowledge, instructional practice, and in providing differentiated interventions, multi-faceted in-district and out of district professional development is given to our staff. The Shaner School works closely with TCRWP to provide research-based, practically-tested, best-practices to our teaching staff.
Leadership	Staff Survey	The Shaner School leadership provides multiple layers of support for staff in all aspects of the function of the school from content support to grade level support, using teacher-leaders to provide support to the daily implementation of the mission of the school.
School Climate and Culture	Staff Survey	During the 14-15 school year, staff members completed a survey that helps identify strengths and weaknesses in the climate and culture of the school. Ongoing

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		opportunities are provided for staff feedback. Ongoing education in the vision and mission of the school are provided for the staff to support them in their contribution to the climate and culture.
School-Based Youth Services	Staff Survey, Behavior Team Reports	During the 14-15 school year, the Shaner Behavior Team met monthly to provide behavioral supports for students who are behaviorally/socially at-risk. The Behavior Team worked to provide necessary youth services supports to children.
Students with Disabilities	See academic achievement ELA and Math above.	
Homeless Students	Homeless Coordinator Records	During the 14-15 school year, all information regarding homeless students was reviewed and programming was offered based on this status. This programming includes transportation services.
Migrant Students	NA	
English Language Learners	ACCESS Testing	*(All assessment information listed above also pertains to ELL students.)* During the 14-15 school year, all ELL students were assessed using this tool. Their individual needs are assessed and programmed based on the results.
Economically Disadvantaged	Free & Reduced Application	*(All assessment information listed above also pertains to ED students.)* During the 14-15 school year, all applications were reviewed to properly identify students for programming that can be offered based on this status. These programs include meals and in school year 15-16 access to pre-school programming.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   During the 14-15 school year, Mr. Daniel Cartwright, principal of the Joseph Shaner Primary School, developed a Schoolwide Committee from his leadership team and added additional representatives for the purpose of conducting the CNA and to develop the

plan. The committee used reports from all areas of the school, survey feedback, and data to identify the important needs within the school.

2. What process did the school use to collect and compile data for student subgroups?

Fountas & Pinnell Reading Data – three times a year, kindergarten and first grade students' reading skills are assessed using running records. This data is compiled by each classroom teacher and submitted to the reading specialist and principal for further review. The data is disaggregated by the teacher and further disaggregated as necessary by the reading specialist and principal.

GoMath Beginning & End of Year Data – kindergarten and first grade children receive a beginning of the year and end of the year math assessment to determine overall growth. Classroom teachers are able to use this online tool to identify the needs of subgroups within their classes. The math coordinator assists in the disaggregation and review of this data at the grade level for the same purpose.

Summer Reading & Writing Camp Data – as part of the CNA, data from the existing Title I summer camp was reviewed and used to discuss the priority problems identified. Attendance, growth related to their peers, and parent survey data was used.

Behavior Team Data – the Shaner School's Behavior Team meets monthly to discuss each member's case load, trends in student behavior, interventions for students at risk behaviorally and socially, and to discuss areas for staff training. A verbal report was provided the schoolwide committee during the CNA process.

Technology Equipment and Use Report – the frequency of use and availability and functionality of equipment throughout the building was assessed. Teachers and the technology coach gave a verbal report regarding use/availability and needs.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Fountas & Pinnell Data – These ongoing running records are internationally regarded as the best measure of reading skills in young children. At the Shaner School we find very little discrepancy from teacher to teacher with the accuracy of using these reading assessments. Our literacy coach conducts "quality control" to ensure reliability across the school.

GoMath Data – The process of assessment using the beginning of the year and end of year GoMath tools has been developed so that a reliable methodology is in place for administration of the test. The tests themselves have been developed by the test writers to be aligned with the Common Core.

4. What did the data analysis reveal regarding classroom instruction?

Data analysis by the committee demonstrated a high degree of fidelity of implementation across the school building in reading, writing, and mathematics workshop. Staff report that they have received substantive support in their work to teach using the school's instructional model.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Staff indicated through survey responses that they have received professional development supports both in and out of district and through "inside the walls" and "outside the walls" experiences to help them remain cutting edge in their instruction. Staff report that the use of PLC's to explore current educational research and topics has been beneficial to their continued growth. Staff report that though they feel a void with the budget reduction that cut our TCRWP staff developer, they are supported through the turn-key training provided by the principal and reading specialist who both actively receive ongoing training from the reading and writing specialists at TC. Staff report that they have received training in classroom management and behavioral intervention but are concerned about the reduction in staffing in this area.

6. How does the school identify educationally at-risk students in a timely manner?

The committee agrees that this area is a particular strength of the school as progressive work has taken place in the past few school years that has helped the staff be proactive in quickly identifying and intervening for children at risk. In kindergarten, our reading specialist is active in every classroom, working with our teaching staff to identify children at risk in literacy. Our BSI teachers in first grade are proactive in building a system of response for children. Our I&RS chair was proactive in helping our team to be an immediate resource to staff, working to remove roadblocks for assistance. His leadership of the I&RS Team helped to create a model formula for the district. A Behavior Team was developed to quickly identify and support teachers with children who are socially and behaviorally at-risk. This team is a pre-I&RS intervention group that gives teachers quick access to support for their children based on their need.

7. How does the school provide effective interventions to educationally at-risk students?

The I&RS team, Behavior Team, reading specialist, and principal continue to attend professional development to provide the teaching staff with appropriate, research-based, best-practices in supporting at-risk children. Using these resources, teachers are provided with supports from these expert teams to help them provide daily classroom interventions that are monitored and reviewed for effectiveness. Upon review, these interventions are continued or adjusted based on the intended outcomes.

8. How does the school address the needs of migrant students?

The Shaner School does not have a high number of migrant children, however, the aforementioned resources are in place for teachers who have at-risk migrant children. Resources are available within the school for language support and for native language speakers.

9. How does the school address the needs of homeless students?

Utilizing the resource of our School Resource Attendance Officer, guidance services, and school psychologists, the school seeks to provide any necessary support both within the school and through community providers to homeless students and families.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The school's curriculum coordinators (teacher leaders) work collaboratively with their peers to continuously monitor and provide feedback on assessments. Working with our technology coach, teachers compile student data in reading, writing, and mathematics. Multiple opportunities are given for teaching staff to monitor and evaluate assessments. Teachers are given regular PLC opportunities. PLC members are part of an online discussion where they share and exchange ideas to help each other build and grow their instructional practice. Staff are given opportunities throughout the school year to evaluate student performance and success as well as their own performance and areas in need of improvement. Teachers representing all areas of the school are given release time for curricular and instructional revision. The curriculum coordinators meet regularly with the director of curriculum and the principal. All required data are analyzed throughout the year and at the end of the school year.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The Shaner School currently houses kindergarten and first grade children. Our incoming kindergarten students and their families are invited to attend kindergarten orientation prior to the children's first day of school. This orientation gives the children and families an opportunity to meet the principal and their child's teacher and paraprofessional. Students and their families are given the opportunity to board a bus during orientation. Families are given a preview of the kindergarten day and curriculum. For all children enrolled in the

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

district's pre-school program, a step-up day is provided to allow the children to visit a kindergarten classroom and tour the school.

This year, the principal visited with parents of incoming kindergarten students at the local head-start pre-school center.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The leadership team and schoolwide committee used reports from all stakeholder groups as well as the data collected to identify strengths and areas of need. Priority problems were identified after numerous meetings where analysis of the data was part of the process for completing the comprehensive needs assessment. This process resulted in the committee determining the areas of need within the Shaner School.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Ongoing Professional Development in Literacy including Cross-content Literacy	ELA Summer Programming for At-risk students
Describe the priority problem using at least two data sources	Staff have indicated the need for continued development in literacy instruction and intervention as well as the need for training in extending reading and writing to the other content areas. Observations in content areas outside of ELA indicate a need for ongoing training in effective literacy extension and instruction through those content areas. This work will improve instructional skills and help staff to add strategies to their instructional toolbox.	The Shaner School currently implements a Title I summer camp for students entering first grade. Upon review of the data, the committee agrees that expansion of the program to include students entering second grade is necessary. Data and second grade staff reports demonstrate that students are more prepared than ever exiting first grade, however, children who are at-risk in literacy need summer support to prevent the regression that occurs without practice.
Describe the root causes of the problem	Staff across all content areas must receive ongoing training in literacy instruction and intervention so as to properly address the needs of students. In order to provide for effective in-house professional development, it is necessary for key staff members to attend outside training that supports differentiated and cross-content instruction through resources such as TCRWP and NCTE.	When looking at our student data, a percentage of our children are not being supported academically in the summer months. For our BSI students, this lack of practice is resulting in slide that affects them in future years.
Subgroups or populations addressed	All students and all staff	Exiting First Grade BSI children
Related content area missed (i.e., ELA, Mathematics)	The goal is to continue to improve practice in support of literacy across content areas to better equip our students to be successful learners across all content areas.	The program is intended to provide ongoing instruction in literacy to strengthen a student's skills during the summer. This program focuses on ELA, however, the benefits of it will support a child in mathematics as well.
Name of scientifically research based intervention to address priority problems	Balanced literacy, Cross-content Literacy, Workshop Instructional Design, TCRWP Units of Study, Inquiry-based Learning	The summer program will use a balanced literacy approach, workshop instructional design, using TCRWP Units of Study
How does the intervention align with the Common Core State Standards?	All programs are directly tied to the CCSS for all content areas. TCRWP Units of Study are aligned with CCSS and were reviewed by CC authors.	The Units of Study used for the summer program are aligned with the CCSS and were reviewed by the CC authors.

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	
Name of priority problem	Available Technology and Technology Resources	
Describe the priority problem using at least two data sources	Staff, technology committee, and leadership team members along with our technology coach have reported that the technology available to our students is not-sufficient to meet the needs of our population and in many cases is outdated. Students are in need of technology and applications that will support them both in their computer literacy skills as well as to provide computer-based interventions across all content areas.	
Describe the root causes of the problem	To close the computer-literacy gap and to support all next generation technology learners, equipment and applications must be updated and expanded.	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)	The goal of this intervention is to better support all learners through technology-based applications and to more adequately prepare them for an educational career infused with technology.	
Name of scientifically research based intervention to address priority problems	See Educational Leadership May 2015 issue (Vol. 72 No. 8) *Teaching with Mobile Tech*	
How does the intervention align with the Common Core State Standards?	The NJCCCS and Common Core expect that children will be technologically proficient and that technology will be infused throughout the educational experience of all children.	

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include: . . . schoolwide reform strategies that . . .

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e. IES Practice Guide or What Works Clearinghouse)
		ESEA §1114(b)(1)(B)			
ELA	Students with Disabilities	Reading & Writing Workshop	Principal, Supervisor of Special Ed., Reading Specialist, SE Teachers	Fountas & Pinnell Running Records TC Writing Rubrics	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell
Math	Students with Disabilities	Math Workshop	Principal, Supervisor of Special Ed., Math Coordinator, SE Teachers	GoMath Assessments (Chapter and End of Year)	Houghton Mifflin Harcourt GoMath Research (see link to PDF document) http://www.wl.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
ELA	Homeless	Reading & Writing Workshop	Principal, Reading Specialist, Teachers	Fountas & Pinnell Running Records TC Writing Rubrics	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell
Math	Homeless	Math Workshop	Principal, Math Coordinator, Teachers	GoMath Assessments (Chapter and End of Year)	Houghton Mifflin Harcourt GoMath Research (see link to PDF document) http://www.wl.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
ELA	Migrant	Reading & Writing Workshop	Principal, Reading Specialist, Teachers	Fountas & Pinnell Running Records TC Writing Rubrics	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell
Math	Migrant	Math Workshop	Principal, Math	GoMath Assessments (Chapter and End of Year)	Houghton Mifflin Harcourt GoMath Research (see link to PDF document)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-ii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practices Guide or What Works Clearinghouse)
			Coordinator, Teachers		http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
ELA	ELLs	Reading & Writing Workshop	Principal, Director of Curriculum, ESL Coordinator, Reading Specialist, Teachers	Fountas & Pinnell Running Records TC Writing Rubrics	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell
Math	ELLs	Math Workshop	Principal, Director of Curriculum, ESL Coordinator, Math Coordinator, Teachers	GoMath Assessments (Chapter and End of Year)	Houghton Mifflin Harcourt GoMath Research (see link to PDF document) http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
ELA	Economically Disadvantaged	Reading & Writing Workshop	Principal, Reading Specialist, SE Teachers	Fountas & Pinnell Running Records	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell
Math	Economically Disadvantaged	Math Workshop	Principal, Math Coordinator, SE Teachers	GoMath Assessments (Chapter and End of Year)	Houghton Mifflin Harcourt GoMath Research (see link to PDF document) http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
ELA	All Students	Wilson Fundations	Principal, Reading Specialist, Teachers	High Frequency Word Assessment Spelling Inventory	Wilson Fundations Research TCRWP Reasearch

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B): increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended School Year	Supervisor of Special Education	Attendance Reports, IEPs, use of assessment tools such as F&P	Program as required by SE Law TCRWP Research
Math	Students with Disabilities	Extended School Year	Supervisor of Special Education	Attendance Reports, IEPs, use of assessment tools such as F&P	Program as required by SE Law
ELA	Homeless	Morning Tutoring	Principal, Teachers	Attendance Reports, use of assessment tools such as F&P and TC Writing Rubrics (in consultation with child's ELA teacher)	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell Wilson Fundations
Math	Homeless	Morning Tutoring	Principal, Teachers	Attendance Reports, use of assessment tools such as GoMath assessments	Houghton Mifflin Harcourt GoMath Research (see link to PDF document) http://www.wl.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
ELA	Migrant	Morning Tutoring	Principal, Teachers	Attendance Reports, use of assessment tools such as F&P and TC Writing Rubrics (in consultation with child's ELA teacher)	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell Wilson Fundations
Math	Migrant	Morning Tutoring	Principal, Teachers	Attendance Reports, use of assessment tools such as GoMath assessments	Houghton Mifflin Harcourt GoMath Research (see link to PDF document) http://www.wl.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(7)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Morning Tutoring	Principal, Teachers	Attendance Reports, use of assessment tools such as F&P and TC Writing Rubrics (in consultation with child's ELA teacher)	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell Wilson Fundations
Math	ELLs	Morning Tutoring	Principal, Teachers	Attendance Reports, use of assessment tools such as GoMath assessments	Houghton Mifflin Harcourt GoMath Research (see link to PDF document) http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
ELA	Economically Disadvantaged	Morning Tutoring	Principal, Teachers	Attendance Reports, use of assessment tools such as F&P and TC Writing Rubrics (in consultation with child's ELA teacher)	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell Wilson Fundations
Math	Economically Disadvantaged	Morning Tutoring	Principal, Teachers	Attendance Reports, use of assessment tools such as GoMath assessments	Houghton Mifflin Harcourt GoMath Research (see link to PDF document) http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
ELA	ELLs, Basic Skills	*Summer Reading & Writing Camp Note — this is new in 15–16 for outgoing first graders (it has been in place for outgoing kindergarteners)	Principal, Reading Specialist, BSI coordinator, Program Teachers	Attendance Reports, use of assessment tools such as F&P running records, TC Writing Rubrics	Columbia University Teachers' College Reading & Writing Project LLI Research by Irene Fountas & Gay Su Pinnell Wilson Fundations

*Use an asterisk to denote new programs.

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2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or "What Works" Clearinghouse)
All	All students	Professional Learning Communities	Principal and teachers	Online Discussion Group Notes Admin walkthroughs via iObservation	Richard DuFour's Research Previous CAPA recommendation in district IES Practice Guide
All	All students	Focus Days	Principal, Reading Specialist, Coordinators, Teachers, Paraprofessionals	Staff surveys Reading Specialist/Coordinator Report	Developed from the TC labsite concept
All	All students	TC Saturday Reunions	Principal and teachers	Staff reports Admin observation via iObservation Professional development notes	Columbia University TCRWP
All	All students	TC Cross Content Institute	Principal	Professional development documentation	Columbia University TCWRP
All	All students	Technology Training	Principal, Technology Coach, Teachers, and Paraprofessionals	Agendas PD notes Professional development documentation	IES Practice Guide

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? The Shaner Leadership Team and Schoolwide Committee will evaluate the Schoolwide program in 2015-2016 at regular intervals throughout the year (minimum of 4 meetings).

2. What barriers or challenges does the school anticipate during the implementation process?

   As a primary school we face the ongoing challenge of student school-readiness upon entry to kindergarten. We have adjusted our curriculum and programming to account for this and teaching staff have been outstanding in responding, however, we continue to face the challenge of readiness and this factor may be a factor in implementation.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   The Shaner School is very active in communicating with all stakeholders. As we implement programming, the Schoolwide Committee will continue to be representative of the stakeholder groups, and will serve as a resource in helping to garner buy-in from stakeholder groups as necessary.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Both survey feedback and the ongoing verbal feedback given to the principal will be used to measure perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Continued use of survey information as well as anecdotal feedback will be used to gauge perceptions of the community.

6. How will the school structure interventions?

   Interventions will be structured in a manner that will provide levels of response to all children. Use of the systems in place for teaching staff to provide and/or request additional interventions such as I&RS will continue and training in providing these interventions and using the resource of I&RS will continue.

7. How frequently will students receive instructional interventions?

   Children will receive instructional interventions as necessary. In some cases, classroom level interventions will occur daily. For some children, interventions beyond the general classroom may be weekly or at set intervals as determined appropriate for the needs of the child.

8. What resources/technologies will the school use to support the schoolwide program?

   Technology as well as literacy materials to support the plan are included as part of the plan. These include leveled readers, Wilson Fundations materials, Smartboards, Chromebooks, and software licenses as deemed appropriate.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   Quantitative date to measure the effectiveness of interventions will include attendance data (for specific programs), all forms of growth data (i.e. F&P, spelling inventory, etc.).

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    The Schoolwide Committee will serve as key communicators to the stakeholder groups. Intervention effectiveness will be communicated to the district office.

Provide a separate response for each question.

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SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All students	Family Mornings - ELA	Principal, teachers, content coordinators	Attendance, sign-in sheets, surveys	US Dept of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement
Math	All students	Family Mornings - Math	Principal, teachers, content coordinators	Attendance, sign-in sheets, surveys	US Dept of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement
All contents	All students	Back to School Night, Parent/Teacher Conferences, American Education Week	Principal, teachers	Attendance, sign-in sheets, surveys	US Dept of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement
All aspects of school environment	All students	School Newsletter	Principal	Newsletter feedback, surveys	US Dept of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement
All aspects of school environment	All students	Social Media	Principal, Identified staff	Usage data, surveys	US Dept of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Varying focus	All students	Family Nights	Principal, Staff	Attendance, sign-in sheets, surveys	US Dept of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement
All aspects of school environment	All students	iMom Breakfasts	Principal, Staff	Attendance, sign-in sheets, surveys	US Dept of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement
All aspects of school environment	All students	All Pro Dad Breakfasts	Principal, Staff	Attendance, sign-in sheets, surveys	US Dept of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement

*Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The primary means that family and community engagement programs will serve in this plan is as a means of education in the priority problems so that for those problems that can be aided at home, parents will be equipped to work with their children in those areas. In addition, these programs will help families understand the work that is going on in the school under this plan.

2. How will the school engage parents in the development of the written parent involvement policy?

The school district continually engages parents and elicits feedback in its parental involvement policy and continues to monitor and adjust based on the needs of our students and the community.

3. How will the school distribute its written parent involvement policy?

The policy will be posted on the school and district website and will be given to all district families. Opportunities for families that fall under this policy will be communicated via the district's phone system, newsletters, notices, social media, and postings within the school.

4. How will the school engage parents in the development of the school-parent compact?

The process for revising our school-parent compact will include discussion with staff, the leadership team, and parents. These groups will contribute to the development of the school-parent compact.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

5. How will the school ensure that parents receive and review the school-parent compact?

Upon completion, the new parent school compact will be distributed to all school families.

6. How will the school report its student achievement data to families and the community?

This information is disseminated through a number of means including public presentation to the school board, letters and communication from the principal, family morning parent workshops/meetings, and the Joseph C. Shaner School Report Card

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

A letter is sent home and public presentation is made to the board of education.

8. How will the school inform families and the community of the school's disaggregated assessment results?

This information is communicated through information provided to the board of education and in relevant communication to children's families.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

The schoolwide committee includes parental representation and community representation and will continue to include these stakeholder groups.

10. How will the school inform families about the academic achievement of their child/children?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

Academic achievement relative to the NJCCS and the Common Core are communicated to parents three times each year for all children via the report card. This information is available through Genesis Parent Portal after each trimester as well. Interim progress reports are communicated between report cards for children who may need additional supports.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Funding is slated to be used for Family Morning and Family Night events as well as for refreshment for parent events throughout the year.

Provide a separate response for each question.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	265 (across district including all Shaner School teachers) 100% (across district and at Shaner School)	A new teacher induction program is implemented in August and continued during the course of the school year. Professional development opportunities are made available and/or required throughout the year. Mentors (state required for all new to teaching in NJ) and buddies (certificated staff new to district) are assigned to work closely following district program guide with the new teachers.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	74	Lead paraprofessionals are identified to provide support for new paraprofessionals. Orientation is given to new paraprofessionals and professional development opportunities are provided during the school year.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Hamilton Township interviews candidates who are CE or CEAS or Standard Certificated as required for the position they are seeking. Only HGT are hired. Recruitment strategies to assist in this process include advertisement in the newspaper, online at NJSchoolJobs.com, NJ Hire, Applitrack, through the county office, and when possible at job fairs.	Administration and Personnel Department